

# Show Me How

Using Mentor Text to Guide  
Readers and Writers in Grades 3, 4, and 5

## ***Show Me How: Introduction***

### **The Reading and Writing Connection**

Connecting the dots between reading and writing does not always come naturally to our students. The lessons in *Show Me How* focus on integrating the two written language processes of reading and writing to enhance students' comprehension of expository texts, specifically informational and persuasive texts, and on supporting students' ability to produce these writing forms independently. The link between the two written language processes is explicit and ongoing throughout the instruction.

Hoyt, Mooney, and Parkes (2003) describe reading as “writing in the head” to signify how print is transformed into language. She goes on to characterize writing as “reading through the pen” when the writer turns language into print. Readers who spend significant time engaged in writing become more proficient readers. Writers who read frequently and broadly become more polished writers. Allowing students opportunities to get an inside view of both reciprocal processes allows them to be both producers and consumers of written language.

When writers write, they also act as readers, since writers must read and reread during the composing process. Proficient writers are always aware of their audience—their readers. They want their readers to comprehend, and so they learn to make their writing readable. They learn how to structure their writing to get their message across, how to get the reader's attention, and how to keep the reader engaged in the reading. This attention to the role of the reader when composing supports students' ability to engage actively in monitoring for understanding during reading.

Likewise, readers often notice and learn from authors aspects of writing such as different styles, organizational structures, interesting phrases, or new vocabulary. Readers derive topics to write about and fresh ways to incorporate their voice into the message. They discover new ideas for leads and closings. They develop an ear for and appreciation of different types of genres. The writing techniques learned by reading eventually enter into their own writings.

### **Use of Mentor Texts**

Mentor texts are pieces of literature that serve as exemplars. Instead of one-time read-aloud experiences, each mentor text is revisited time and time again as together teacher and student explore the characteristics and techniques used by the author. The text does double duty. Students first become familiar with the author's content. Later they concentrate more fully on the author's techniques and style. Mentor texts become the models for the types of writing that students study and imitate, thereby growing as writers.

Freeman (2003) explains in this way the use of mentor texts to strengthen the bond between reading and writing:

*Writing is a craft, and one of the best ways to learn a craft is to imitate the masters . . . budding artists, musicians, dancers, and athletes the world over imitate the pros and draw inspiration from them. Writers can do the same. We can copy the techniques of master writers.*

Instruction in the *Show Me How* lessons incorporates the use of mentor texts to provide students with models of quality expository texts. These texts serve to scaffold students' decisions about what to write and how best to write.

### **Importance of Expository Text**

Just as much of our reading lives as adults involves reading expository text—think of our daily doses of newspapers, magazines, professional texts, and the Internet—our adult lives revolve mainly around writing expository text. Few of us engage in writing narrative tales beyond our school days; instead, we focus on writing informational and persuasive pieces of text. The work of reports, essays, letters, notes, cards, parent newsletters, journals, essays, directions, advertisements, and invitations becomes our adult writing lives.

If we expose students exclusively to a steady diet of narrative text in school, we limit their ability to grasp the art of reading and writing nonnarrative texts. We stunt their present and future literacy lives. Infusing expository text in our read-alouds, teaching its specific text structures and features, and allowing students time to explore the genre enable readers to understand better the nonnarrative writing that surrounds them. It also helps to form writers who are able to compose expository texts more clearly.

### **Expository Text Structure**

Expository writing seeks to inform, explain, teach, persuade, or amuse (Freeman, 2003). It can have many forms, such as reports, summaries, letters, essays, advertisements, observations, biographies, and news articles, to name a few. It is the literature of fact.

Unlike narrative text structure, which tells a story chronologically and organizes around characters, setting, and plot, expository text structure clusters related information in some way. The text always has a focus topic, and information is relayed through paragraphs of main ideas and supporting details. The writer of expository text strives to be clear to enable the reader to understand the message. While the text conveys facts, it does not have to be boring. Good expository writing is lively and engages the reader.

The author of an expository piece thoughtfully chooses an organizational structure that will help the reader make sense of the information presented. While the labels for these varied structures may differ from one listing to the next, organizational tools are important in helping students anticipate the content they read and organize the content they wish to write. Knowledge of the writing plan used by an author helps the reader make a correct choice of graphic organizers, which assists the reader in comprehension. Some common structural patterns used in expository writing are descriptive, sequential, question and answer, problem and solution, cause and effect, time order, compare and contrast, and narrative nonfiction.

The *Show Me How* series of lessons explores the majority of these organizational structures in both reading and writing. A reproducible table listing the structures of informational text and a definition of each is located in the Appendix.

### **Expository Text Features**

Expository texts contain some unique features that lend valuable support to both the reader and the writer. These text features are utilized by writers to make their ideas more clearly understood by the reader. Students who are aware of these features in texts and use them deliberately in their writing remember more and understand more deeply (Hoyt et al., 2003). A list of expository text features and the purpose they serve is located in the Instructional Resources section (IR 1).

The mentor texts employed in the *Show Me How* lessons, as well as many of the student-guided reading passages, include expository text features. As students learn about these features in reading, they are encouraged to add them to their writings.

### **Overview of *Show Me How* Lessons**

The *Show Me How* lessons are designed to be used as mini-lessons within the framework of Reading and Writing Workshops.

A Reading Workshop is a block of instructional time, typically 60–90 minutes, in which the teacher and students work with a reading concept or strategy. Reading Workshop includes the following:

- A teacher-led mini-lesson with the whole class to introduce a specific concept or reading strategy
- Student practice of the concept or strategy in small groups or individually with teacher support
- Whole-group sharing time

A Writing Workshop is a block of time every day, typically 30–60 minutes, for students to practice what good writers do. It does not involve editing and publishing every piece. Students plan, compose, revise, edit, and share their writing on a daily basis without writing to prompts. Writing Workshop includes the following:

- A teacher-led mini-lesson with the whole class to explore a facet of good writing
- Student independent writing
- Teacher conferences with individual students or small groups of students with a similar writing need
- Whole-group sharing time

Due to the individualized nature of a Writing Workshop, students may or may not immediately apply the skill taught that day in the mini-lesson to their own expository pieces. By recording the examples in their Reading/Writing Notebooks, students capture the lesson so that they may return to it when necessary and employ the techniques in their own writing.

The *Show Me How* reading and writing lessons are sequential, each one building upon previous lessons. However, teachers are encouraged to be thoughtful practitioners. If students need more support with a concept, the teacher can delve deeper by inserting additional lessons before returning to the sequence of the *Show Me How* lessons. Do not skip over lessons in *Show Me How*. The reading and writing lessons present information in a certain order to support scaffolding students in developing their own writing products. The mentor texts, anchor charts, and student Reading/Writing Notebooks are chronological in nature as well. Teachers and students revisit and add information to them often over the course of the lessons.

The lessons in *Show Me How* employ the “gradual release of responsibility” model developed by Pearson and Gallagher (1983) in both reading and writing instruction. This model (labeled “I Do,” “We Do,” and “You Do” in the lessons) stipulates that the teacher gradually move from assuming all the responsibility for performing a task to students assuming all the responsibility. By using engaging activities, extensive teacher modeling, guided practice, and independent practice, students explore and interact with expository texts to become more proficient readers. The gradual release model is just as necessary in writing, as noted by Fisher and Frey (2007):

*Most students . . . write the best they can each time they write. However, in the absence of instruction and feedback their writing looks fine to them. . . . in too many classrooms the emphasis is on independent writing at the expense of writing instruction. With appropriate instruction, . . . through a gradual release of responsibility model, students are able to acquire new skills and practice them alongside their peers until they are able to perform the tasks independently.*

Stead (2002) further states:

*Sometimes we even “need to jump into the swimming pool with them and hold them up until they feel confident enough to let go and swim for themselves.” Ultimately, what students learn from the teacher modeling, the shared and guided writing experiences are applied to their own independent writing.*

A more detailed overview of the *Show Me How* lessons follows this introduction.

## **Resources**

The following resources are used in completing the lessons of *Show Me How*. These resources include:

### **Instructional Resources**

The instructional resources are pages that students use in completing the lessons. Detailed explanations of each resource are included in the lessons. Students will cut out many of these resources; glue them into their Reading/Writing Notebooks; and keep track of them in their Reading, Writing Strategy, or Revising—Editing—Grammar Table of Contents.

### **Student Passages**

Short expository passages are included for students’ guided and independent practice during the reading lessons. Each of the lessons provides guidelines for introducing each passage.

A piece on how to support students in previewing an expository text is located in the Appendix. Getting a feel for the text before reading prepares a reader to be a more active participant during the reading and helps the reader remember more of the text after the reading is finished.

Students also become more engaged in *Show Me How* instruction through the “Turn and Talk” or “Think-Pair-Share” techniques. An explanation of these discussion strategies is located in the Appendix.

### **Passage Assessments**

Each of the student passages comes with an assessment that measures the reading Texas Essential Knowledge and Skills (TEKS) covered up to that point within the expository text unit. Teachers can use their discretion about when to give the assessment as long as it is given in order and after students have read the student passage and used it during the lessons.

## Resources for English Language Learners

The English Language Proficiency Standards (ELPS) have been included in each lesson to ensure that English Language Learners (ELLs) acquire both social and academic language proficiency in English. The section Vocabulary Instruction for English Language Learners includes information on ways to support ELLs in direct vocabulary instruction. Each book in the *Show Me How* series features a different approach to vocabulary instruction, which is critical to helping ELLs and struggling readers close the vocabulary gap. This first book highlights using the Generative Vocabulary Approach. Bear, Invernizzi, Johnson, and Templeton (2011) explain this approach to teaching students how words work (e.g., exploring how *photosynthesis* is related to *photocopier*, *telephoto*, and *photograph* as well as *synthesize*, *synthesizer*, and *synthetic*). This section will help describe how you can “crack the meaning code” that pervades the English language.

This method of learning Greek and Latin roots and affixes will prompt students to uncover the meaning of countless words, gain a deeper word knowledge, and begin to make connections among words. Our goal is to assist teachers in delivering vocabulary instruction that will be both engaging and meaningful to students. By tapping into this system of vocabulary instruction, students will be at a greater advantage in learning new vocabulary.

### Conferencing

Lastly, ongoing conferencing with students on their writing is integral to the lessons. Teachers meet with students along the way to assess and evaluate. The Conferencing section describes how to note strengths, give feedback, teach, and set goals within the conference framework. Two conference forms are included in the Instructional Resources section. Teachers can select one of these forms for students to glue into their Reading/Writing Notebooks to keep track of teaching points they make while conferencing with students.

A writing rubric for use as an assessment tool with a student’s final written piece is included in the Appendix.

## Expository Unit Overview

READING LESSON		INFORMATIONAL GENRE		WRITING LESSON	
<b>Lesson 1</b>	Nonfiction text features	<b>Lesson 2</b>	Writers write about what they know.		
<b>Lesson 3</b>	Nonfiction text structure/descriptive text structure	<b>Lesson 4</b>	Narrowing the topic	<b>Exploratory Writing</b>	
<b>Lesson 5</b>	Descriptive text structure identifies the main idea and supporting details.	<b>Lesson 6</b>	Informational texts are written to answer an essential question.		
<b>Lesson 7</b>	Sequential text structure and key words	<b>Lesson 8</b>	Taking time to consider what you already know about a topic		
<b>Students take one or two days to read across their topic area, collecting two or three resources to use in subsequent lessons.</b>					
<b>Lesson 9</b>	Using sequential clue words to summarize using summary frame	<b>Lesson 10</b>	Writing using sequential text structure		
<b>Lesson 11</b>	Making a point/author's purpose	<b>Lesson 12</b>	Identifying the big ideas and writing from what you know		
<b>Lesson 13</b>	Distinguish fact from opinion	<b>Lesson 14</b>	Collecting Dash Facts		
<b>Expert Writing</b>					
<b>Lesson 15</b>	Cause and effect text structure	<b>Lesson 16</b>	Organizing your writing/"What structure am I going to use?"		
<b>Lesson 17</b>	Using cause and effect key words to summarize	<b>Lesson 18</b>	Selecting fascinating facts		
<b>Lesson 19</b>	Compare and contrast text structure	<b>Lesson 20</b>	Show Don't Tell Writers use comparisons, supporting details, and personal anecdotes to build content and to show the reader.		
<b>Lesson 21</b>	Compare and contrast/using key words to summarize	<b>Lesson 22</b>	Writing in paragraph form		
<b>Lesson 23</b>	Question and answer text structure	<b>Lesson 24</b>	Transitions between ideas		

## Expository Unit Overview

INFORMATIONAL GENRE		
READING LESSON		WRITING LESSON
<b>Lesson 25</b>	Multiple text structures within one piece of text	<b>Lesson 26</b> Writing an introduction
<b>Lesson 27</b>	Using text structure to identify the main idea of a passage	<b>Lesson 28</b> Writing a conclusion
<b>Lesson 29</b>	Skimming and scanning nonfiction text	<b>Lesson 30</b> Editing
PERSUASIVE GENRE		
READING LESSON		WRITING LESSON
<b>Lesson 31</b>	Introduction to the persuasive genre. Authors write to persuade the reader to agree with their point of view.	<b>Lesson 32</b> Persuasive essays are written to convince readers to believe or do something. Selecting your topic, opinion, reasons, and solution/recommendation
<b>Lesson 33</b>	Persuasive techniques authors use to influence the reader	<b>Lesson 34</b> Using persuasive techniques in your writing
<b>Lesson 35</b>	Distinguishing between facts and opinions in persuasive text	<b>Lesson 36</b> Selecting audience and choosing facts to support your reasons
<b>Lesson 37</b>	Different forms of persuasive text (media literacy—flyer, advertisements, letters, etc.)	<b>Lesson 38</b> Organization of persuasive essays
<b>Lesson 39</b>	Language authors use to influence the reader	<b>Lesson 40</b> Writing a strong conclusion

## Instructions for Reading/Writing Notebook

The lessons in Show Me How require students to have a Reading/Writing Notebook that they use daily. Instructional Resources (IR) from all mini-lessons are glued into the notebook, with students keeping a record of the mini-lessons on a table of contents to refer to in subsequent lessons. Each of the lessons gives detailed instructions and icons showing how each resource is glued in and recorded on the table of contents.

### Putting Together the Reading/Writing Notebook

It is best that students use an 8½- by 11-inch composition notebook without perforated pages. The Instructional Resources (IR) that are glued into the notebook are designed to fit this size composition notebook. Students will not be taking pages out of this notebook, nor will they skip pages, so it is important that the pages do not tear out of the notebook.

**Resources:** To put together the notebook, students will need the following:

1. Reading Table of Contents (IR 49)
2. Writing Strategy Table of Contents (IR 50)
3. Revising—Editing—Grammar Table of Contents (IR 51)
4. Conferences Form (IR 22 or IR 23; teacher option)
5. Two stick-on labels:
  1. Reading
  2. Writing

**Step 1:** On the **first lined page** after the cover, place the **Reading** label. Then, halfway between the front and the back, place the **Writing** label. Half the notebook will be designated for reading lessons, and the other half will be designated for writing lessons.



## Show Me How: Lesson 15: Reading/Cause and Effect Text Structure

<b>BIG IDEA</b>	<b>Authors use the cause and effect text structure to write about an event and the things that caused it.</b>		
<b>TEKS</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
	3.13 (C) identify explicit cause and effect relationships among ideas in texts.	4.11 (C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.	5.11 (C) analyze how the organizational pattern of a text (e.g., cause and effect, compare and contrast, sequential order, logical order, classification schemes) influences the relationship among the ideas.
<b>ELPS</b>	4 (J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.		
<b>CCRS</b>	<b>II. Reading</b> 11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.		
<b>Resources</b>			
1. Mentor text: <ul style="list-style-type: none"> <li>• <i>A River Ran Wild</i></li> </ul> 2. Two Cause and Effect 1 Graphic Organizers (IR 12), for teacher modeling and guided practice 3. Cause and Effect 2 Graphic Organizer (IR 13), for each student 4. Student Passage 3: “The Benefits of Walking around the Block” 5. Students’ Reading/Writing Notebooks			

Teacher Notes

SAMPLE

## Show Me How: Lesson 15: Reading/Cause and Effect Text Structure

### Lesson

#### I DO

- Introduce the lesson: **“Today we are going to look at another way that authors organize information when they write. Sometimes authors write about an event and the things that caused it. This type of organizational pattern is called cause and effect.”** Display the Expository Text Structure anchor chart. **“When we think about cause and effect, we think about two things:**
  - **“What happened, or the result (effect)**
  - **“Why it happened (cause)**

**“When authors write using the cause and effect structure, the supporting details give the effect of the major idea. Authors may use these key words to show us the cause and effect relationship when they write.”** Write the key words on the chart.

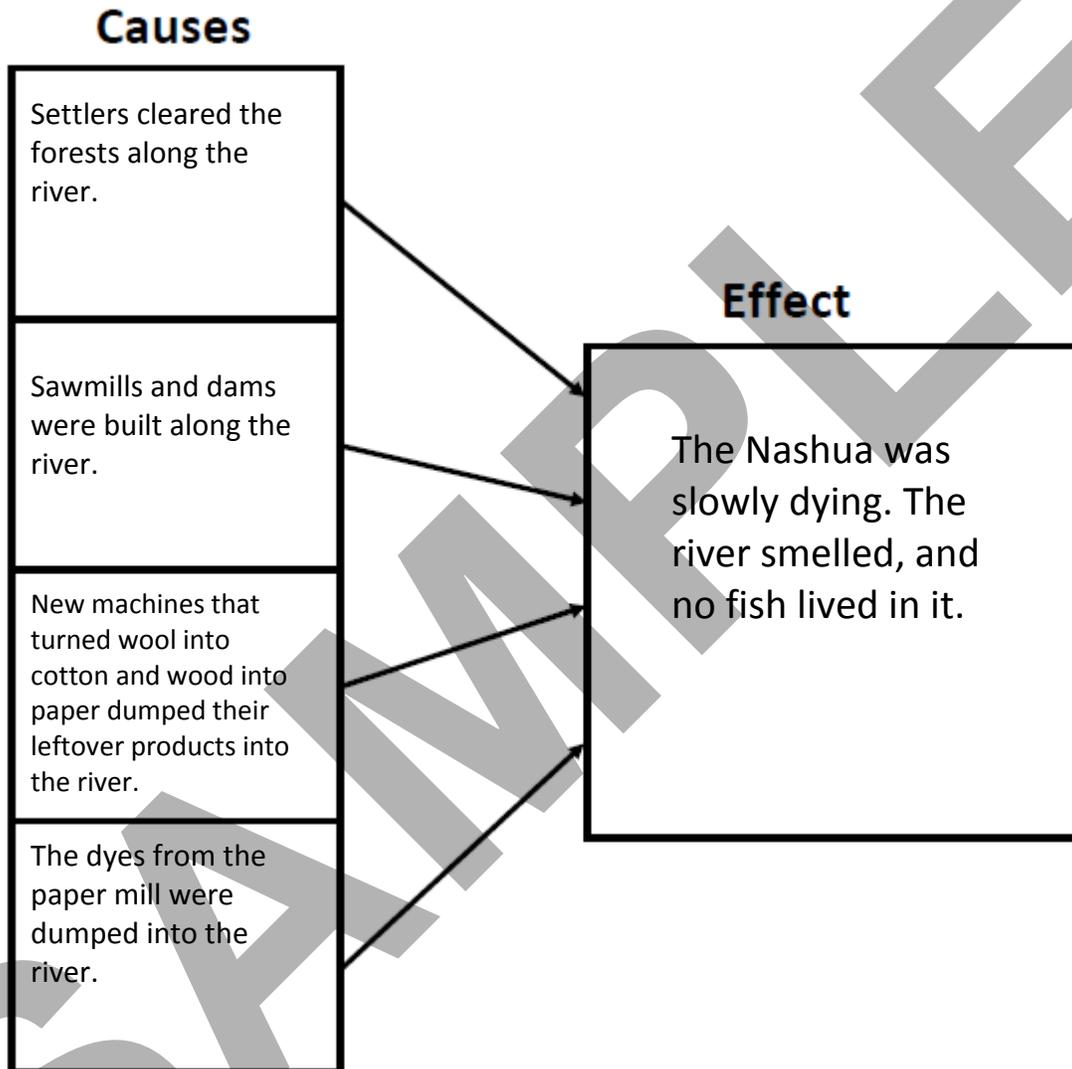
Text Structure	Description	Key Words
Descriptive	A topic, idea, person, place, or thing is described by its features, characteristics, or examples.	For instance, for example, such as, to illustrate, another  Color, size, number  Creates a picture in your mind
Sequential	A chronology of events or a list of steps in a procedure	At first Next Last Before After Finally Following
Cause and Effect	The supporting details give the causes of a major idea or the supporting details are the effects produced by the major idea.	Because of, as a result of, in order to, may be due to, effects of, therefore, consequently, for this reason, if . . . then, causing, allow
Compare and Contrast	The supporting details of two or more major ideas indicate how those concepts are similar or different.	
Question and Answer	The major idea is posed as a question. Supporting details answer the question.	

- **“This book, *A River Ran Wild*, tells of the causes that lead to the Nashua River becoming polluted. The Nashua River is a 37-mile-long river that runs from Massachusetts to New Hampshire.”** Teachers may want to show students the river on a map. **“This is a true story that spans many years and tells the reasons it became polluted over the many years and then how it was cleaned up.”**

## Show Me How: Lesson 15: Reading/Cause and Effect Text Structure

Explain that you are going to read the book aloud first so students can enjoy it, but ask them to be listening for the ways the river became polluted.

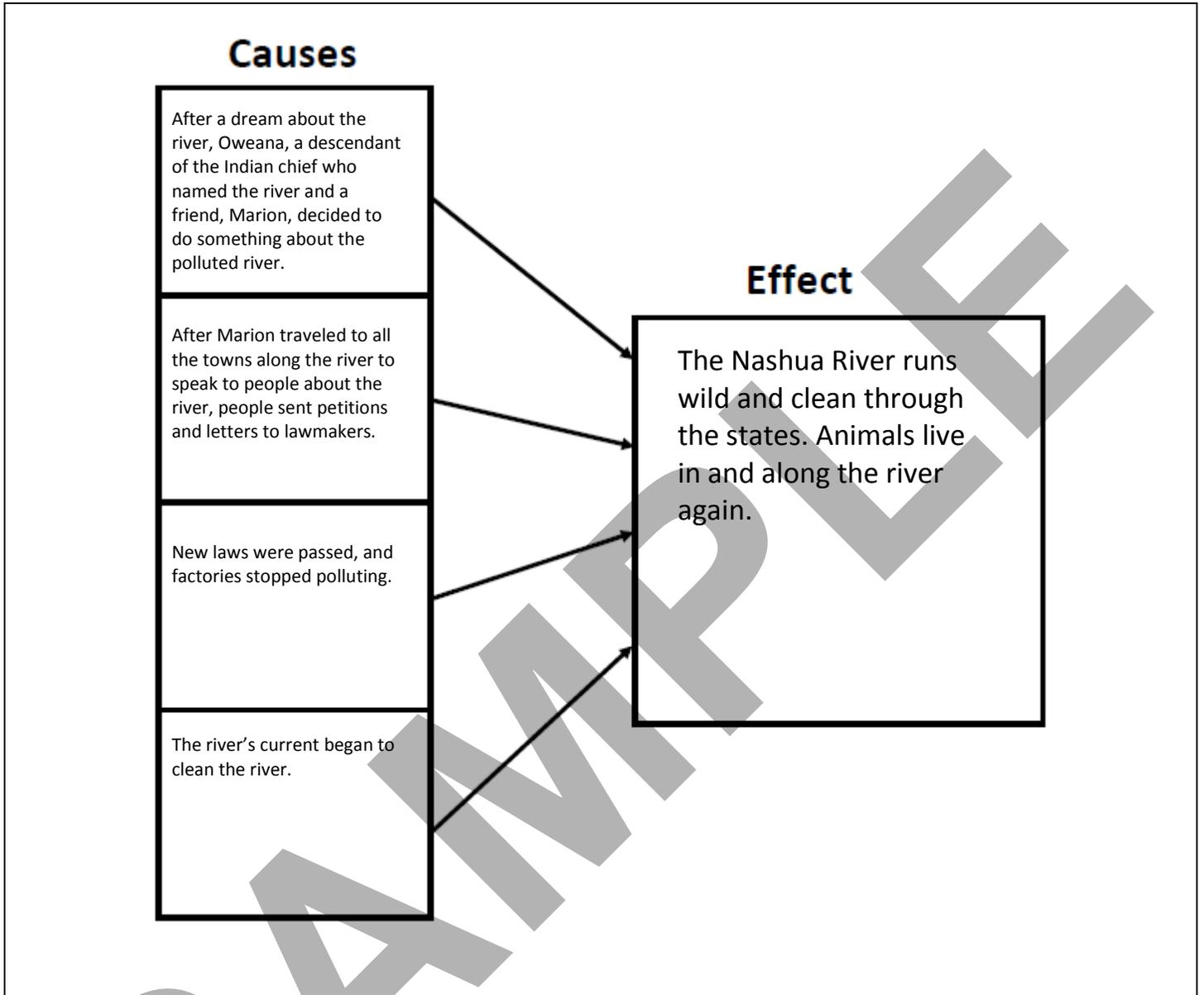
- Display the Cause and Effect 1 teacher Graphic Organizer (IR 12).
- Think aloud as you model identifying the causes of the river becoming polluted and completing the graphic organizer. The graphic organizer will look something like this:



### WE DO

- Display a second Cause and Effect 1 teacher Graphic Organizer (IR 12).
- Explain, **“As we heard in the story, the river became polluted, but then there were things that were done to clean it up. Now let’s go back to the story and start looking at what caused the river to get cleaned up.”**
- Go back to the pages where Oweana has the dream, and reread. Ask students to turn and talk to their partner to identify what began the cleanup.
- Together teacher and students complete the second Cause and Effect 1 teacher Graphic Organizer (IR 12). This second graphic organizer will look something like this:

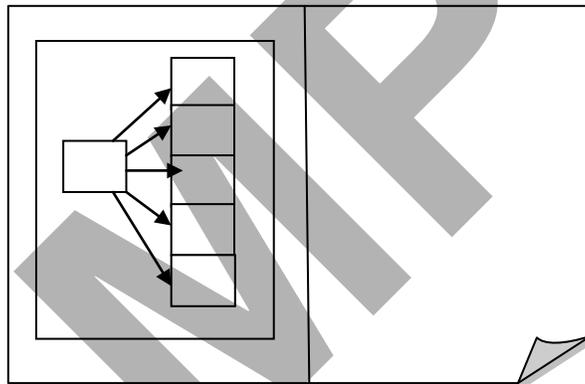
## Show Me How: Lesson 15: Reading/Cause and Effect Text Structure



## Show Me How: Lesson 15: Reading/Cause and Effect Text Structure

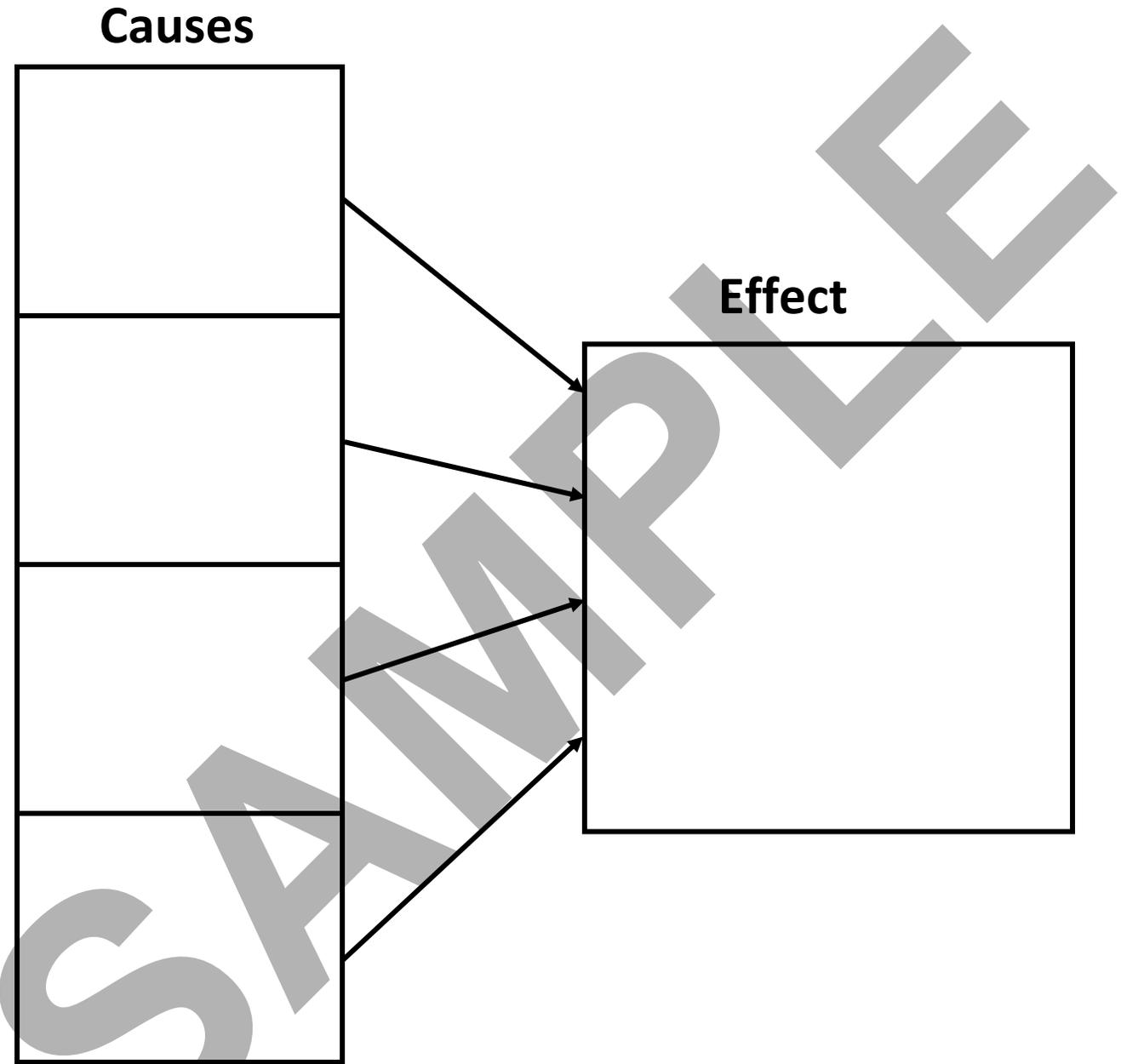
### YOU DO

- Give students a copy of Student Passage 3: “Benefits of Walking around the Block” and the Cause and Effect 2 Graphic Organizer (IR 13).
- Explain, **“This passage is about the benefits of walking around the block.”** Display the Cause and Effect 2 student Graphic Organizer (IR 13). Explain, **“Sometimes there are multiple causes to something, as we saw in the book *A River Ran Wild*. One thing didn’t happen to cause the river to become polluted. In this passage, there is one cause and multiple effects.”**
- **Students:**
  1. Read the passage silently.
  2. Identify the one cause and multiple effect relationships from the passage.
  3. Have students cut out the Cause and Effect 2 student Graphic Organizer (IR 13) on the dotted lines, then glue it into the Reading section of their Reading/Writing Notebooks. Make sure students glue the graphic organizer on the next blank left-hand side. Students will use the graphic organizer in Lesson 17 to compose a summary on the right-hand side of their Reading/Writing Notebooks.

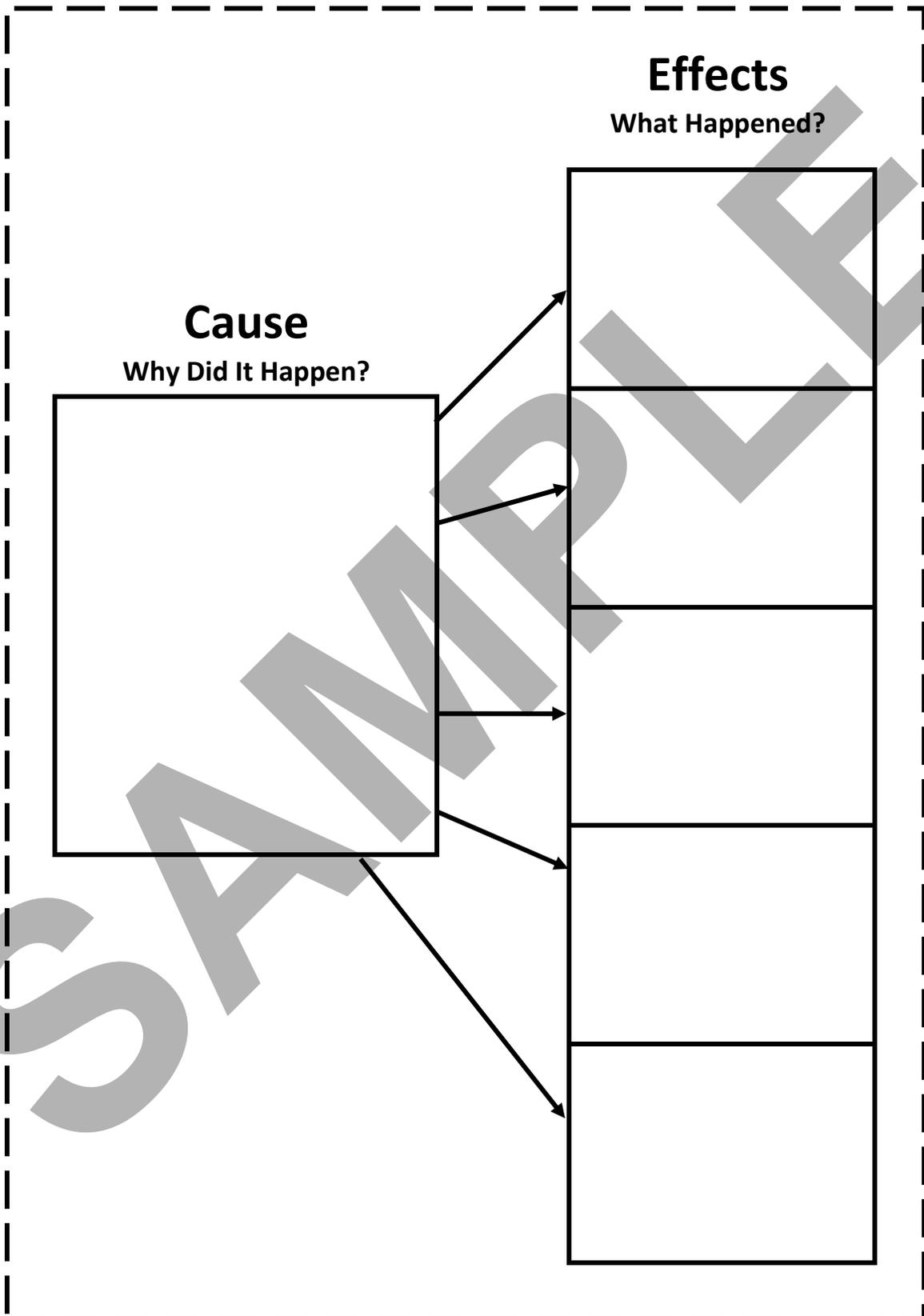


4. Write the passage title and the date on the top line.
5. Record the entry on the Reading Table of Contents page.

## Cause and Effect 1 Graphic Organizer



## Cause and Effect 2 Graphic Organizer



# Benefits of Walking around the Block

By Kay Brickley

1 I started taking a daily walk around the block after my dad had a heart attack. "I don't want that problem ever again," Dad said, "so from now on, it's a walk around the block every day after dinner." It didn't seem right for him to go alone, so off I trotted after him. It was on those walks that Dad taught me some facts about the benefits of walking for exercise.

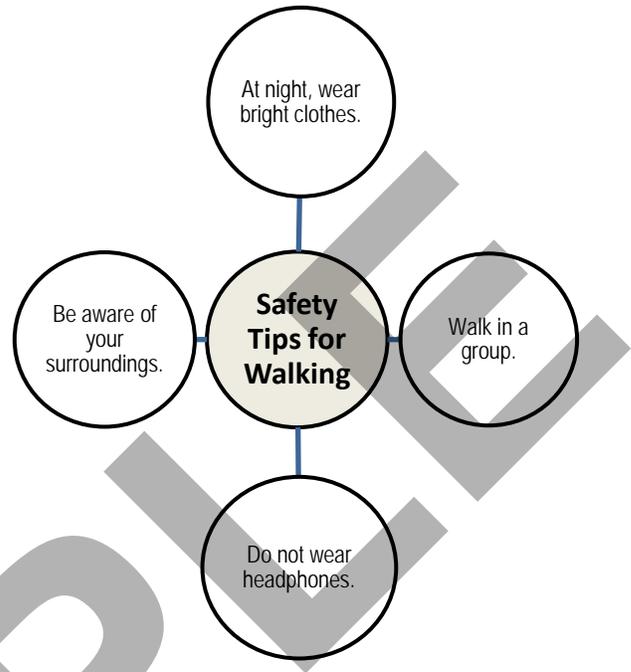
2 It turns out that when you walk quickly, your lungs and heart have to work harder to bring in extra oxygen. So those parts of your body are made stronger. Dad told me that other exercises like swimming, running, and riding a bike are also good for heart and lung health. Maybe if my heart and lungs grow more powerful, I might be a better football player.

3 People who walk improve their bone and muscle strength, too. I think my bones and muscles are pretty tough already. But if you don't keep exercising them, bones can become brittle, and muscles can get weak.

4 Another effect of walking for exercise is that you seem to have more energy during the day and sleep better at night. I am paying attention better at school. Dad is glad for that. Dad is snoring less at night, and I am glad for that!

5 "My doctor said that walking releases something in the body that lifts your mood," Dad said. "The more you walk, the happier you get." We started doing four turns around the block, so watch us smile now!

6 Finally, all that walking is keeping us fit. Dad even had to buy some new pants. His old ones were getting too loose. He looks good to me. But even more important, his health is improving. So follow our lead—take a walk around your block.



## Glossary

**Benefits**—to make something better

**Trotted**—to run or ride

**Brittle**—dry and easy to break

**Snoring**—to make loud noise from breathing when asleep

**Lifts Your Mood**—makes you feel better

Exercise. (2011). In *Britannica Elementary Encyclopedia*. Accessed February 9, 2011. Retrieved from <http://school.eb.com/elementary/article?articleId=390745>

## Show Me How: Lesson 16: Writing/Organizing Your Writing

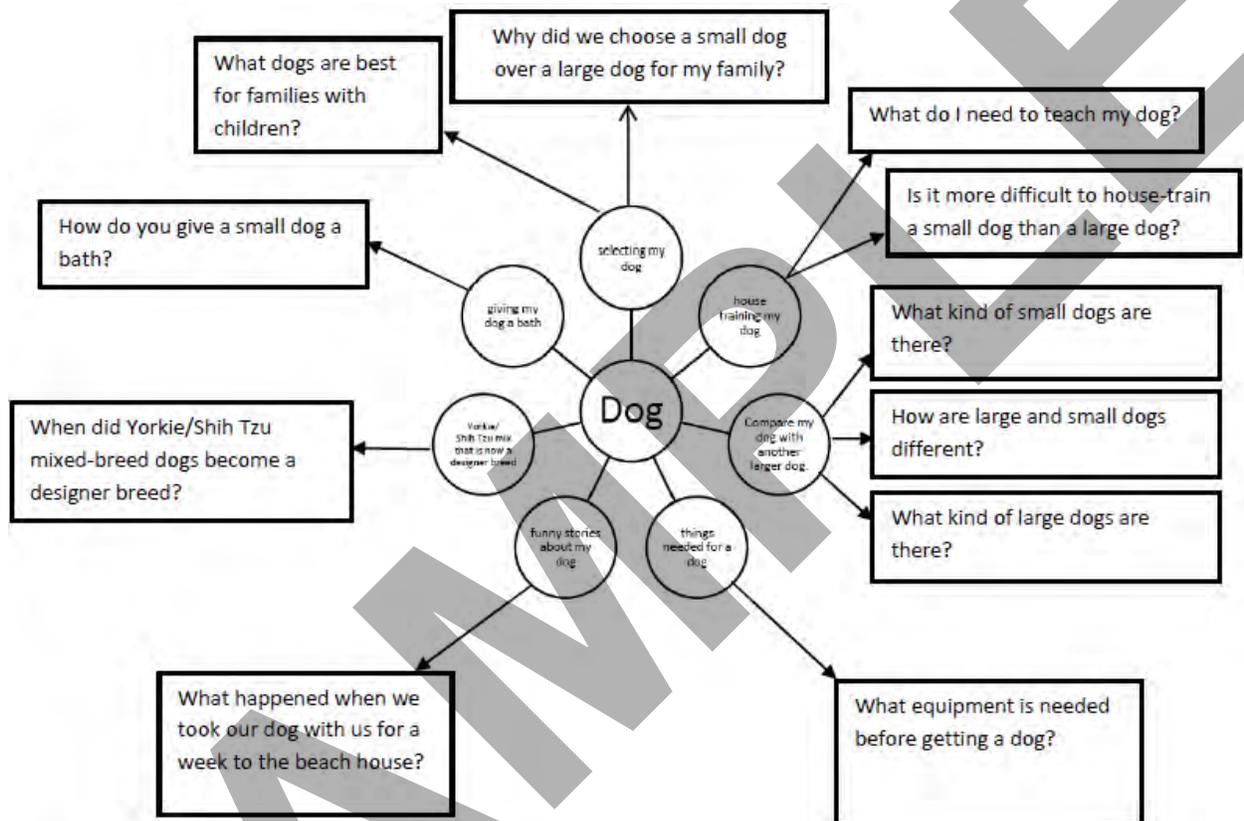
BIG IDEAS	Selecting an organizational structure for informational writing.		
TEKS	3rd	4th	5th
	3.17(B) develop drafts by categorizing ideas and organizing them into paragraphs.	4.15(B) develop drafts by categorizing ideas and organizing them into paragraphs.	5.15(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause and effect, compare and contrast) and building on ideas to create a focused, organized, and coherent piece of writing.
<b>ELPS</b>	<p><b>3 (E)</b> share information in cooperative learning interactions.</p> <p><b>5 (B)</b> write using newly acquired basic vocabulary and content-based grade-level vocabulary.</p> <p><b>5 (F)</b> write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.</p>		
<b>CCRS</b>	<p><b>I. Writing</b></p> <p>3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.</p> <p><b>V. Research</b></p> <p>B. 3. Synthesize and organize information effectively.</p>		
Resources			
<ol style="list-style-type: none"> <li>1. Student Draft Pages (IR 9)</li> <li>2. Teacher Draft Pages (IR 9)</li> <li>3. Teacher’s and students’ Reading/Writing Notebooks</li> <li>4. Students’ Writing Folders</li> <li>5. Student passages: <ul style="list-style-type: none"> <li>• Student Passage 1: “The Art of Spoiling Your Cat” (descriptive)</li> <li>• Student Passage 2: “Washing the Dog” (sequential)</li> </ul> </li> <li>6. Mentor texts: <ul style="list-style-type: none"> <li>• <i>It’s a Butterfly’s Life</i> (descriptive)</li> <li>• <i>Dogs and Cats</i> (compare and contrast)</li> <li>• <i>Chimp Math</i> (sequence)</li> <li>• <i>A River Ran Wild</i> (cause and effect)</li> <li>• <i>If You Traveled West in a Covered Wagon</i> (question and answer)</li> </ul> </li> <li>7. Expository Text Structure anchor chart (from Reading Workshop)</li> <li>8. Class writing bubble map</li> <li>9. Pocket chart</li> </ol>			

## Show Me How: Lesson 16: Writing/Organizing Your Writing

### Lesson

#### I DO

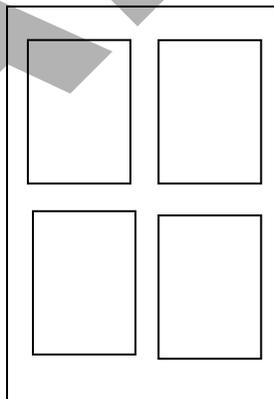
- Introduce the lesson: **“During Reading Workshop, we have been looking at how authors organize informational writing. You are all authors and have begun writing your own information pieces. Today we are going to look at how to organize our pieces and decide on the organization for our pieces.”**
- Display your teacher example bubble map.



- Think aloud as you go through each of the possible topics from your original bubble map, showing students how each topic might be organized. For instance:
  - **“If I look through my bubble map, I could have chosen to write about how to give a small dog a bath. If I wrote about this idea, I would need to write it in a sequential structure like the piece you read called ‘Washing the Dog.’**
  - **If I had chosen the topic “How are large and small dogs different?,” I would have written a compare and contrast structure like the book *Dogs and Cats*.**
  - **I could have written about what equipment is needed before getting a dog. I could have taken all of my big ideas and turned them into questions and then had each paragraph answer each question. This would be the question and answer text structure that we looked at today in Reading Workshop.**

## Show Me How: Lesson 16: Writing/Organizing Your Writing

- **“Let’s look at the topic I chose to write about: ‘What are some things owners should train their new puppy to do?’ ”** Hold up your Draft Pages (IR 9). **“I decided on four big ideas to include in my paper and wrote about each one on my Draft Pages. I’m going to cut them out.”** Cut out each page. **“Let’s look at my big ideas.”**
  1. **House training**
  2. **Not to chew**
  3. **Not to bark at people when they come over**
  4. **Walking on a leash**
- Ask students if it matters in what order you write these topics. Explain, **“In my paper, I could write about either of these big ideas first; it doesn’t matter if I start with training a dog not to chew or training it not to bark at people when they come over. If this is the case, then I’m going to use the descriptive text structure to organize my writing. The descriptive text structure is like a grocery list. When you go to the grocery store, it does not matter what order you pick things up in, but if I was going to write, ‘How to give a small dog a bath,’ it would matter, because in that piece of writing, the steps have to be in a certain order.”**
- Glue your Draft Pages (IR 9) onto manila or white construction paper as you explain, **“I’m going to glue my big idea Draft Pages on this piece of construction paper in the order that I have decided. This is going to be my draft, so now I’m going to continue writing on each of my big ideas here. Tomorrow we’re going to look at adding some of our dash facts to the writing, and I’ll add them to this draft. If I need to rewrite one of my paragraphs because I want to add something to one of my big ideas, I can get another Draft Page and staple it along the top. Later, when I think my paper is ready to publish, I am going to need to copy this draft onto another piece of paper or type it on the computer.”**



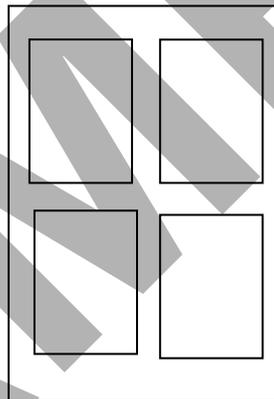
## Show Me How: Lesson 16: Writing/Organizing Your Writing

### WE DO

- Write the big ideas from the class writing topic onto sentence strips, and place them in a pocket chart.
- Ask if these big ideas are like a grocery list. Does it matter which item you pick up first, or is it important that they put the items in a certain order?
- Have students turn and talk to their partner, then share their thinking.
- Decide on an organizational structure for the class writing example.

### YOU DO

1. Students retrieve their Draft Pages (IR 9) and cut them apart.
2. Using their completed KWL charts, they continue writing on each big idea.
3. Students decide on an organizational pattern and then glue each big idea onto a large piece of manila or white construction paper in the order they have decided. Have students leave spaces between the items they are gluing down so that they can write between them during an upcoming lesson.
4. Students may want to number the order of the items.



student example

- The large paper is folded and kept in students' Writing Folder.

### SHARE

- Students return to the meeting area.
- Ask one or two students to share how they are going to organize their piece and why they decided on their structure.